

Inquiring Minds

Lesson Preparation

Daily Lesson 18	WRITING	
	TEKS	Ongoing TEKS
	E1.23A,B,C,D,E	E1.13B,C E1.15Ci
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors communicate information from different sources to represent multiple perspectives on a topic. —Why is it important to gather information from multiple perspectives? Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. —How do readers connect to fiction? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Rubric 	
Materials	<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher-created rubric or rubric for Performance Indicator Computer access MLA Style Handbook (optional) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 06 Reading Appetizer (1 copy) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create a rubric or review Performance Indicator Rubric. Arrange for use of computers as needed. Refer to Teacher Resource: English I Unit 06 Reading Appetizer and prepare accordingly. 	
Background Information	<p>This Instructional Routine partially assesses Performance Indicator: <i>“Refer to a teacher-provided rubric or checklist to write and refine a documented report that analyzes multiple perspectives on a social or cultural issue and clearly states a point a view. In a small group, present report.”</i></p> <p>The Reading Appetizer partially assesses Performance Indicator: <i>“Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text.”</i></p>	
Teacher Notes		

Instructional Routines

Daily Lesson 18	WRITING
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective</u> : Students revise research report for logical progression of ideas, clarity of thesis, and quality supporting evidence.
Mini Lesson	<ol style="list-style-type: none">1. Reading Appetizer.2. Display and discuss the Performance Indicator and selected rubric. Clarify expectations as needed.3. Remind students of the importance of revising their reports to ensure that they have used evidence to strongly support their thesis, organized their information in a logical manner, and incorporated graphics and illustrations to help clarify their ideas.4. Emphasize that all researched information should be documented and cited according to the style manual.
Learning Applications	<ol style="list-style-type: none">1. Students revise and refine their research reports on a social or cultural issue.2. Confer with individuals and small groups as needed to provide instruction related to revising and editing.
Closure	<ol style="list-style-type: none">1. Students revisit research plans to ensure all aspects of the plan have been addressed.

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